

2018-2019

EPP Bachelor Performance Report

North Carolina A&T State University



Public Schools of North Carolina

State Board of Education
Department of Public Instruction

Overview of the Institution

North Carolina Agricultural and Technical State University's (North Carolina A&T) 2018-2019 total enrollment was 12,142. This included 10,629 undergraduate students, of which at least 81% are people of color. North Carolina A&T is a public, doctoral research, 1890 land-grant institution committed to exemplary teaching and learning, scholarly and creative research, and effective engagement and public service. Our unique legacy and educational philosophy provides students with a broad range of experiences that foster transformation and leadership for a dynamic and global society. North Carolina A&T is accredited by the Commission on Colleges

of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctorate degrees through its nine academic units: College of Arts, Humanities, and Social Sciences; College of Engineering; College of Agriculture and Environmental Sciences; College of Business and Economics; College of Education; College of Health and Human Sciences; College of Science and Technology; The Joint School of Nanoscience and Nanoengineering; and the Graduate College. The synthesis of teaching and research is fundamental to North Carolina A&T. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research is supported through eight interdisciplinary centers and institutes, as well as specialized research laboratories and external partnerships. North Carolina A&T is ranked third in the UNC system with respect to funded research. There are 689 students enrolled in the College of Education.

Special Characteristics

With the demand for a teaching force that reflects the diversity of our society, North Carolina A&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. Since 2004, the College of Education (CEd) has engaged in collaborative activities that focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits through early college programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The Educator Preparation programs at North Carolina A&T are supported by special initiatives that focus on recruitment and college preparation. These initiatives include: (a) the \$1.2 million US Department of Education grant-funded Project CREED, which is designed to increase the number of initially licensed special education teachers; (b) the \$1.2 million US Department of Education grant-funded Project PAPERS, which is designed to increase the number of initially licensed physical education teachers with adaptive physical education certification; and (c) the \$1.19 million National Science Foundation grant-funded Project North Carolina A&Teach, which is designed to increase the number of ethnic/racial minority STEM teachers who enter high-need urban schools.

Program Areas and Levels Offered

North Carolina A&T licenses candidates through 13 state-approved bachelor's programs and seven graduate programs. One of the seven graduate programs is a Master of Arts in Teaching (MAT). This program includes 12 different content areas and offers both the initial and advanced licenses. Other teaching licensure graduate programs include MS in Agricultural Education, MAEd in Elementary Education, and MAEd in Reading Education. Non-teaching licensure programs include School Administration, Instructional Technology, and the Joint Masters in Social Work (JMSW). The JMSW is a joint program with the University of North Carolina at Greensboro (UNCG). The unit also offers two add-on licensure tracks at the undergraduate level and two add-on licensure tracks at the graduate level. Elementary Mathematics (Grades K-6) and Special Education: General Curriculum are the two add-on areas at the undergraduate level; while Trade and Industrial Education and School Administration (Certificate) are offered at the graduate level.

The Following Programs are Offered at the Initial (A) and/or Advanced (M) Level

Birth through Kindergarten (A,M),

Elementary Education (A,M),

Secondary English (A,M),

Secondary Mathematics (A,M),

Secondary Biology (A,M),

Secondary Chemistry (A,M),

Secondary Physics (A),

Comprehensive Social Studies (History Education) (A,M),

Reading (M),

Art (A),

Music (A),

Health and Physical Education (A,M),

Special Education: General Curriculum (A,M, add-on),

CTE Agricultural (A,M),

CTE Family and Consumer Sciences (A,M),

CTE Technology Education (A,M),

CTE Trade & Industrial Education (A, M, add-on),

CTE Business Education (A,M),

CTE Director (add-on),

School Administrator (M, add-on),

School Counselor (M,S),

School Social Worker (A,M,S),

Media Coordinator (M), and

Instructional Technology Specialist (M).

Pathways Offered (Place an ‘X’ under each of the options listed below that your EPP Provides)

Traditional	Lateral Entry	Residency
X	X	X

Brief description of unit/institutional efforts to promote SBE priorities.

For the 2018-19 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

As a part of CUIIN 410, candidates across all content areas engage in differentiated instruction, which teaches them how to incorporate strategies that address the individual learning needs of students with disabilities. Candidates learn to differentiate instruction based on content, process, and product. In this particular class, candidates complete a 40-hour field experience in which they work with both the whole class and small groups of students. They also complete a Case Study assignment in which they describe the context of their placement, the needs of the learners, and their assets. Candidates then develop lessons that they subsequently teach and thereafter use to assess their students. Throughout this process, candidates reflect on the learning process and use assessment data from their lessons taught to determine subsequential needs, strengths, and next steps.

The faculty of the Educator Preparation Department work to ensure that all program completers are knowledgeable of, and can provide evidenced-based and individualized instruction for, students with disabilities in inclusive settings. Undergraduate and graduate teacher education candidates are required to complete an *Introduction to Exceptional Children* course, which provides a general overview of the policies, evaluation methods, and procedures regarding

instruction of students with disabilities in diverse educational and community settings. They are prepared to implement techniques and strategies learned in core program coursework, interact with colleagues in school settings, and problem solve with peers about interprofessional and instructional issues related to students with disabilities. Furthermore, the special education licensure area is a part of the larger elementary education degree program at the undergraduate level. Students enrolled at the undergraduate level can take additional coursework to become eligible for the special education initial license, as well as an elementary license. Strategic efforts are made to ensure that Elementary Education/Special Education and MAT Special Education students are placed in diverse field experiences where they gain exposure to the various delivery models of special education across elementary, middle and high school.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

The Educator Preparation Department offers several diversity courses to undergraduate and graduate general education students in which they learn helpful teaching principles and strategies for supporting English language learners. These courses provide opportunities for general education students to learn and effectively cultivate skills, values, and principles of cultural and linguistic competency. General education students are encouraged to reflect on their beliefs and attitudes, as well as evaluate their own teaching praxis and the impact it has on culturally and linguistically diverse students. Students develop an awareness of their own cultural and linguistic competency through focused and respectful dialogue, knowledge of learning styles, classroom management, and best practices through experiential and clinical experiences that support culturally and linguistically diverse students. The EPP also offers an Introduction to English Language Learners course to general education elementary school teachers. This course provides an introduction to methods and theories fundamental for teaching English as a second language in public schools in the U.S. It covers both theoretical and applied aspects of language learning and teaching, with an emphasis on the application of research-based methods. It also provides general educators with an introduction to techniques, activities, strategies and resources to assess and plan instruction for English language learners (ELLs). With a strong emphasis on

instructional strategies that support the instruction of language arts in a regular education classroom, this course offers a safe and authentic environment in which to think individually and collectively about diversity issues, and to explore and evaluate teaching practices.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of universal design for learning.

Sped 340 (*Research Based Strategies for Teaching Math to Students with Disabilities*) and Sped 452 (*Assistive Technology for Students with High Incidence Disabilities*) are courses designed to provide teachers of students with mild and moderate disabilities with the knowledge of curricular and instructional practices in mathematics and assistive technology, based on the principles of Universal Design for Learning. Strong emphasis is placed on the ability to design individualized accommodations and modifications which enhance instruction provided to students with mild and moderate disabilities in inclusive classroom settings. Teacher candidates can implement ideas presented in these courses, rather than merely discussing them. Teacher candidates collect data, analyze and identify the present performance of a student, determine the level of assistance and supports needed, identify strategies to address the need, and design an instructional environment conducive to implementing and addressing the academic, functional, social or behavioral needs of a student with a disability. Materials are made available to teacher candidates to increase student knowledge by providing additional hands-on instruction with various manipulatives, computer software, trade books, and supplemental resources.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Through the use of programs like Excel, our EPP prepares our candidates to utilize technology to collect, manage, and analyze data to improve teaching and learning. Students collect their assessment data and log it in Excel. From there, candidates are able to manage their whole class and small group data effectively and create a graphic (table or graph) that represents their students' needs and areas of strength for the given assignment. As they analyze data, they are

able to see patterns from the whole group and small groups within their class on the particular assessment. Candidates can then accurately and succinctly articulate their findings.

Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

- All undergraduate candidates enroll in ELED 216: Creative Arts, Healthful Living, and Movement Activities for the Elementary Classroom; MUSI 220: History of Black Music in America; and a Fine Arts elective to orient them to various forms of arts education for the K-6 classroom. In the Methods of Teaching course, candidates learn to integrate these subject areas into their core content subject matter to engage students from culturally and linguistically diverse backgrounds.

Explain how your program(s) and unit conduct self-study.

Both unit and program-level institutional effectiveness is critically important for the health and long-term viability of our degree programs within the College of Education. It is imperative that program coordinators spend time analyzing and interpreting data collected throughout the academic year to think critically about ways to improve the program.

The unit also relies on its Council of Educator Preparation Programs (CEPP), which is comprised of undergraduate and graduate Educator Preparation program coordinators, to examine and discuss candidate performance data for continuous improvement. These conversations have led to program improvements such as continuous evaluation of data from instructors, programs, licensure exams, benchmarking of students, and the redesign of the Master of Arts in Teaching (MAT) degree program. Additionally, the CEPP Assessment Committee and the CEPP MAT Admissions Committee use data to examine if and where changes should occur within the degree program structure. For example, these committees have recommended enhancements to data collection instruments such as the Educator Preparation protocol and rubric as well as to candidate disposition instruments. Administrators also engage in ongoing analysis of Praxis Core, Praxis II, and Pearson assessment data to gauge where program improvements are needed or where special interventions may be needed. The FastTrack Preparatory sessions, which

contracted K-12 public school teachers to assist pre-service candidates with their preparation for the Praxis II and Pearson examinations, emerged from these types of data analysis efforts.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Our current field experience configuration ensures that all educator preparation candidates at North Carolina A&T complete a minimum of four (4) field experiences prior to student teaching in at least two (2) different diverse school settings. The field experiences are sequentially planned and supervised with formal evaluations upon completion of these experiences. Through these sequentially planned field experiences, candidates are given opportunities to (1) observe, (2) monitor, (3) tutor, (4) guide, (5) diagnose, (6) attend meetings, (7) take part in professional conversations with other educators, and (8) demonstrate critical teaching behaviors that enhance the intensity and/or quality of classroom instruction. The overall goal is to provide sequentially planned field experiences that will develop professional educators who are catalysts for learning, who reflect on their teaching, and who have the knowledge, skills, and dispositions to become masters in their field. Field experiences are a major component of our educator preparation program; these experiences are concentrated in professional education and specialty area courses. Candidates begin their field experiences early in their program of study and continue until the clinical practice experience. As students matriculate through the educator preparation professional core curriculum, they participate in developmentally designed PLCs. Early field experiences are divided into the following four (4) PLC's. PLC I Interns – Introduction to the Profession (Emergent Phase): The primary purpose of the PLC I field experience is observation and participation with a focus on the moral purpose of education. The intern's responsibility is to build citizenship and envision teachers as good stewards with an obligation that extends beyond the classroom. Candidates are assigned a minimum of twenty (20) hours of observation and participation to complete. Candidates observe and assist teachers within and outside the classroom, tutor, and engage in service learning experiences. PLC II Interns – Impact of Diversity on Teaching and Learning (Developing Phase): The primary purpose of PLC II field experiences is engagement via a lens of culturally relevant pedagogy. Candidates complete a

minimum of thirty (30) hours in a (P-12) school setting. Intern activities include assisting the teacher in the classroom, tutoring individual students, conducting small group sessions, and designing and assessing student learning. PLC III Interns – Pedagogical Planning (Developing/Proficient Phase): The primary purpose of PLC III field experiences is engagement via differentiated instruction. Candidates participate in a minimum of forty (40) hours in a (P-12) school setting. Intern involvement activities include assisting the teacher in the classroom, tutoring individual students, conducting small group sessions, making instructional materials, assisting with classroom displays and lesson planning, analyzing teaching and management styles, accompanying the class on field trips, proctoring tests and becoming familiar with educational terminology. PLC IV Interns – Professional Year (Proficient/Accomplished Phase): The primary purpose of PLC IV field experiences are increased engagement and participation, allowing the candidate to demonstrate planning, delivering, assessing, and diagnosing instruction in the specialty area. Candidates complete a minimum of sixty (60) hours in the PLC IV field experience. This is the beginning of the year-long internship experience during the senior year. During the first semester of the year-long internship, the candidate is enrolled in his or her methods course and in the second semester they are enrolled in clinical practice. Additional information about our current structure is available at <http://www.ncat.edu/CEd/student-services/earlyfieldexperiences.html>. A major goal of the unit is to implement field experiences that occur every semester. This would include a full semester in a low performing school prior to student teaching. We engage our P-12 partners, revise core curriculum, and appropriately vet the process via our established Council of Educator Preparation. We do not anticipate any delay in implementation of field experiences occurring each semester, including a full semester in a low performing school.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Our Council of Educator Preparation Programs (CEPP) is working to redesign a student teaching experience that will allow for experiences to occur at both the beginning and end of the school year. Our institution has always worked to ensure supervised clinical practice is integrated within

coursework while maintaining a close relationship with partnership schools that serve diverse learners. The Field and Clinical Experiences subcommittee is currently conducting research, exploring models, and engaging our stakeholders in conversations about the educational preparation of our educator preparation candidates.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	The activity (NC State Mathematics High School Contest) was initiated in 1979. Various Universities and Community Colleges offer local qualifying contests, advancing top students to the state-level Mathematics competition. NC A&T State University Mathematics department is one of the University sites that host one of the qualifying contest on an annual basis. Every year, our contest takes place in the Spring semester (MARCH). During the day of the contest, most Mathematics faculty members and many Mathematics majors get involved in the administration of the tests, scoring the tests, and awarding trophies to winners. It is a one day activity lasting from 9.00am to 2.30pm.
Start and End Dates	3/29/2019
Priorities Identified in Collaboration with LEAs/Schools	The Math Contest seeks to help middle and secondary school students deepen their understanding of the mathematics they study (Math 1, 2, and 3). Middle and High School students come from various LEAs and counties as teams and as individuals to contest. This year in 2019, nine (9) schools came for the contest from Mecklenburg county, Guilford county, Forsyth county, and Orange county. A total of 124 students contested in the three levels. Sixteen (16) members of the NC A&T Mathematics faculty and eighteen (18) Mathematics majors were involved in the contest.
Number of Participants	124 middle and high school students from 9 middle and high schools. 16 Mathematics faculty 18 Mathematics majors
Activities and/or Programs Implemented to Address the Priorities	Coordinating and administering the Math Contest
Summary of the Outcome of the Activities and/or Programs	As always, the contest is successful.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County- Reedy Fork-Hampton Elementary Alamance County- Middle schools Broadview Graham Hawfields Southern

	<p>Turrentine Western Woodlawn</p> <p>High schools Cummings Eastern Graham Southern Williams Western</p>
Start and End Dates	8/1/2016 - Current
Priorities Identified in Collaboration with LEAs/Schools	<p>This work was sponsored by our NSF INCLUDES grant award. Our shared goal is to catalyze and support the growth of this networked improvement community (NIC) aimed at increasing the number of disadvantaged “at-risk” students who are academically successful in STEM by actively leveraging regional collective impact in surrounding neighborhood communities that bridges existing gaps between disciplinary foci. Our common agenda is to build and sustain a scalable, inquiry-based DISCUSSION Network that positively impacts scientific literacy, retention, and quantitative skills across socio-economic barriers. The demographic targets for DISCUSSION Network are as follows: 1. African-American and other underrepresented minority children are the target population; 2. The targeted education level is Middle School; 3. The STEM disciplines targeted are Biology and Chemistry; 4. One specific need of our target population is access to out-of-school enrichment opportunities and experiences in STEM that are “no-cost” or “low-cost”.</p>
Number of Participants	>500
Activities and/or Programs Implemented to Address the Priorities	<p>Focus on evidence-based teaching and learning approaches for middle and high school students</p> <p>Serve as a platform to launch and guide other age-and level-specific educational instruction, research, and assessment initiatives</p> <p>Enhance student understanding of the nature of science by engaging in culturally relevant questions: Enhance student conceptual understanding of the nature of science by infusing structure, behavior, and function (SBF) theory and system thinking hierarchical (STH) models in science learning</p> <p>Increase the number of ethnically minority students who are academically successful in STEM: Engage students in science through a culturally relevant socio-environmental framework</p> <p>Increase students' skills, preparation, and behavioral commitment to conduct STEM research: Serve as a platform to pilot and launch other age-and level-specific educational instruction, research, and assessment initiatives for science learning in formal and informal settings</p> <p>Disseminate representational modeling kits and curricula to faculty and teachers training programs across 4 counties in North Carolina: The pilot has significant engagement with Piedmont Universities with NOYCE undergraduate pre-service teachers, undergraduate research projects, and undergraduate summer STEM counselors</p>

Summary of the Outcome of the Activities and/or Programs	<p>Implemented community building and sense of belonging approaches that help students develop both verbal and quantitative skills to interpret data</p> <p>Connected STEM to immediate, targeted, and personalized life experiences to K-12 students working with 2 large HBCUs covering a wide-geographic and socio-economic range</p> <p>Positively impacted student retention, knowledge, and quantitative skills in STEM across socio-economic divides and STEM disciplines</p> <p>Changed students' attitudes about STEM and developed youth interest and aspirations in STEM-related fields and Increased the number of ethnically minority students who will likely will go on to be academically successful in STEM</p> <p>Provided modeling tools that span the range from prediction to identification of mechanistic structures</p> <p>Implemented mathematical models that represent pathways in a physically and biologically realistic manner and generate novel and useful hypotheses</p> <p>Provided actionable STEM models related to the sustainability of socio-environmental systems in disadvantaged communities</p> <p>Bridged critical junctures to increase the likelihood that students will make a successful transition to engage in advanced quantitative STEM work</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	11/9/2018-1/8/2019
Priorities Identified in Collaboration with LEAs/Schools	Enhancing student leadership skills
Number of Participants	21 students worked on developing a vision statement. Approximately 150 students, parents, and friends came to the event in January.
Activities and/or Programs Implemented to Address the Priorities	Enhanced parent and student participation in nontraditional school activities.
Summary of the Outcome of the Activities and/or Programs	A more in-depth partnership with the STEM Early College students and faculty. Faculty worked more closely with the high schools' students. Parents were proud of their students' abilities to go through a very systematic process to write a clear vision statement that included input from students, faculty, and parents.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Falkener/Guilford County Schools
Start and End Dates	2/5/2019-4/27/2019
Priorities Identified in Collaboration with LEAs/Schools	Supporting teachers with the Foundations of Reading Test

Number of Participants	10 events with 8-14 participants at each event.
Activities and/or Programs Implemented to Address the Priorities	Professional development in the reading foundation skills and comprehension.
Summary of the Outcome of the Activities and/or Programs	Survey data indicates that the participants gained what they were expecting and needed from the sessions. Participants also sent emails to share their successes.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>During the 2018-2019 school year, we were involved in several outreach opportunities in the following schools:</p> <ol style="list-style-type: none"> 1. Northern Guilford Middle School 2. General Green Elementary School <p>The activities that were performed during our visit to these schools were:</p> <ol style="list-style-type: none"> 1. Volunteering at the schools to talk about STEM (science, technology, engineering, and mathematics) courses and careers in STEM education. 2. Facilitating workshops for teachers about weather and climate and how to get students interested in STEM courses. 3. Mentoring students on important community outreach by having masters and undergraduate students joining us and talking to younger students about college education.
Start and End Dates	October 2018 - April 2019
Priorities Identified in Collaboration with LEAs/Schools	none
Number of Participants	400
Activities and/or Programs Implemented to Address the Priorities	<ol style="list-style-type: none"> 1. Volunteering at the schools to talk about STEM (science, technology, engineering, and mathematics) courses and careers in STEM education. 2. Facilitating workshops for teachers about weather and climate and how to get students interested in STEM courses. 3. Mentoring students on important community outreach by having masters and undergraduate students joining us and talking to younger students about college education.
Summary of the Outcome of the Activities and/or Programs	Not Assessed
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Future Teachers of North Carolina, project with teachers from Moore County, Davie County, Randolph County, Charlotte-Mecklenburg County, Davidson County, Person County, Wake County, North Carolina Leadership Academy Charter School.
Start and End Dates	July 2018 - June 2019
Priorities Identified in Collaboration with LEAs/Schools	In this project, the teachers in the schools are teaching a curriculum developed through the FTNC project for seniors who are interested in becoming a teacher. The project is instructional and a recruitment tool for the state. The course is a 2 semester and a field experience for high school students. Dr. Brian Williams and I are supporting PD for the teachers and

	<p>have worked with a curriculum team to design the course content.</p> <p>Additionally, we had 2 recruiting events with students from 4 schools involved in the FTNC initiative.</p>
Number of Participants	Students in classes across the schools in our area - 70
Activities and/or Programs Implemented to Address the Priorities	We are providing curriculum development, professional development for teachers, visiting classrooms, recruitment for teacher education
Summary of the Outcome of the Activities and/or Programs	The high school teachers and the students really love the course and have enjoyed all of the activities and learning this year. It looks like the legislature is going to change the format from all high schools across the state over time to a summer symposium. The teachers are students - do not agree with this proposal.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hampton Elementary - Guilford County
Start and End Dates	4/8/2019
Priorities Identified in Collaboration with LEAs/Schools	Family Literacy Night
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	<p>Presentation to parents on how to support their children's literacy development.</p> <p>Read-aloud</p> <p>Reading Activities to children</p>
Summary of the Outcome of the Activities and/or Programs	The information on how parents can support their children's literacy was well received. The facilitators, parents, and children benefited from the Family Literacy Night. There are plans to have more sessions of this nature.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Child Development Laboratory (CDL)
Start and End Dates	4/8/2019
Priorities Identified in Collaboration with LEAs/Schools	Numeracy Activity with Music and Movement in classroom one and Literacy (Sight Words Recognition and Identification) in classroom two.
Number of Participants	34
Activities and/or Programs Implemented to Address the Priorities	Addressed recognition of numbers 15, 16, 17
Summary of the Outcome of the Activities and/or Programs	Most children recognized numbers 15, 16, 17; however, a few needed more practice.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford Child Development (Macedonia Child Development Center, Head Start)

Start and End Dates	3/26/2019
Priorities Identified in Collaboration with LEAs/Schools	Ages and Stages of Development: Monitoring Progress. Session with families
Number of Participants	10 families
Activities and/or Programs Implemented to Address the Priorities	Addressed review recognition and identification of sight words.
Summary of the Outcome of the Activities and/or Programs	Majority of children identified sight words; however, two children needed more assistance.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Hampton Elementary Parent Literacy Night
Start and End Dates	4/8/2019
Priorities Identified in Collaboration with LEAs/Schools	Parental Involvement Reading initiative
Number of Participants	45
Activities and/or Programs Implemented to Address the Priorities	Literacy Presentation by Dr. Kyle Kester, Instructional Specialist, Davidson County Schools. Title "How can media, article's & activities be used to encourage kids to enjoy engaging text and be more successful in schools."
Summary of the Outcome of the Activities and/or Programs	Active engagement between the College of Education and the local community is vital to a strong & productive society. This event was held at the Vance Chavis library in the heart of the Hampton Elementary community.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheboro City Schools
Start and End Dates	1/3/2019
Priorities Identified in Collaboration with LEAs/Schools	Science Fair Judge
Number of Participants	35
Activities and/or Programs Implemented to Address the Priorities	I served as a science fair judge. I reviewed with a partner the projects related to a selected topic (biology). We interviewed the students involved in each project related to their work, and then used a rubric and scored each project.
Summary of the Outcome of the Activities and/or Programs	Upon completion, winners were announced.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Served as a judge for Senior Projects at Ragsdale High School.
Start and End Dates	5/2/2019
Priorities Identified in Collaboration with LEAs/Schools	Capstone experience for high school students
Number of Participants	1

Activities and/or Programs Implemented to Address the Priorities	Served as a judge.
Summary of the Outcome of the Activities and/or Programs	Great experience for these students to build their communication skills (oral and written)
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Charlotte Mecklenburg Schools Cumberland County Schools
Start and End Dates	12/15/2018-6/3/2018
Priorities Identified in Collaboration with LEAs/Schools	Supervision for classroom management Participation in an activity with a classroom teacher Assisted with physical education field days
Number of Participants	60
Activities and/or Programs Implemented to Address the Priorities	Supervision for field day
Summary of the Outcome of the Activities and/or Programs	Students were activity engaged for the entire day.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	NA
Start and End Dates	6/3/2018-7/14/2018
Priorities Identified in Collaboration with LEAs/Schools	NA
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Biological data analysis experiences
Summary of the Outcome of the Activities and/or Programs	High school students used R statistics to analyze genetic variation data from public databases and used Gene Ontology to conduct comparisons across genes. Students were introduced to basic statistical concepts on data types and associated statistical methods.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	McNair Elementary
Start and End Dates	12/5/2018-12/6/2018
Priorities Identified in Collaboration with LEAs/Schools	Science Fair Projects
Number of Participants	2

Activities and/or Programs Implemented to Address the Priorities	I was a judge for the school's Science Projects Fair K-5.
Summary of the Outcome of the Activities and/or Programs	This was my third year participating as a judge. The submissions are at different levels of completion so I recommended having a review of student expectations/requirements.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools: Falkener Elementary School
Start and End Dates	8/1/2018-5/15/2019
Priorities Identified in Collaboration with LEAs/Schools	Improving the content area expertise of both K-5 students and our teacher candidates.
Number of Participants	320
Activities and/or Programs Implemented to Address the Priorities	Improving our preservice teacher education program through the development of four school-immersion-based methods courses. These courses meet both on campus and at Falkener Elementary school to improve the preparation of our preservice teachers in each of the four content areas (e.g. math, language arts, science, social studies). These efforts also supported our partner school in that our teacher candidates worked with small groups of students over the course of the fall and spring semesters to support them in improving their content area expertise. Over the course of each semester, each of our roughly 20 candidates worked with small groups of students.
Summary of the Outcome of the Activities and/or Programs	Each candidate conducted action research projects, formative assessments, and practiced teaching small groups of students. Across these assignments, they recorded their lessons learned as they worked to continuously improve their teaching.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Guilford County Schools
Start and End Dates	1/1/2019-4/30/2019
Priorities Identified in Collaboration with LEAs/Schools	Practiced-based teacher education, culturally and linguistically responsive pedagogy professional development and workshops
Number of Participants	205
Activities and/or Programs Implemented to Address the Priorities	Intro to PBTE PD (9/14/2018) PBTE Course School Immersion PBTE Partner School Meetings (1/9,1/28) University-District Recruitment Meeting (3/13/2019) Branch Ed Site Visit (2/18-19, 3/15) PBTE Professional Development (3/16) Foundations of Reading Professional Development (Licensure Exam

	Support 2/16/2019; 3/23/2019; 4/27/2019) School-based Foundations of Reading Professional Development (Licensure Exam Support 2/5/2019; 2/12/2019; 2/19/2019; 2/26/2019) Guilford County Schools Spring Break Foundations of Reading Professional Development (Licensure Exam Support 4/23-25/2019)
Summary of the Outcome of the Activities and/or Programs	Participants were provided with opportunities to engage and learn about integrating high impact practices on working with diverse P-12 students

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	38
Female	229
Race/Ethnicity	Number
Hispanic / Latino	13
Asian	1
African-American	220
American Indian / Alaskan Native	
Native Hawaiian / Pacific Islander	
White	25
Multi-Racial	7
Student does not wish to provide	1

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	54
	Hispanic/Latino	1	Hispanic/Latino	6
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	1	White	5
	Multi-Racial		Multi-Racial	1
	Not Provided		Not Provided	
	Total	9	Total	66

Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

Part-Time				
	Male		Female	
Undergraduate	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	4
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	5
Licensure-Only	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-
Residency	Asian		Asian	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic/Latino		Hispanic/Latino	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	
	Multi-Racial		Multi-Racial	
	Not Provided		Not Provided	
	Total	-	Total	-

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license						
LC Completed program and applied for license						
Prekindergarten	7	1				
Elementary	4	2				
MG						
Secondary	1	3				
Special Subjects	1	1				
EC	1					
VocEd	2	2				
Special Services						
Total	16	9	0	0	0	0

D. Undergraduate program completers in NC Schools within one year of program completion.

2017-2018		Student Teachers	Percent Licensed	Percent Employed
Bachelor	NCAT	58	90	67
Bachelor	State	3,186	85	67

E. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2018-2019.

LEA	Number of Teachers
Guilford County Schools	705
Charlotte-Mecklenburg Schools	187
Winston Salem / Forsyth County Schools	155
Wake County Schools	143
Alamance-Burlington Schools	106
Durham Public Schools	79
Randolph County School System	70
Rockingham County Schools	69
Cumberland County Schools	47
Davidson County Schools	32

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	558.57

MEAN ACT Composite	25.71
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	494.57
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	*
MEAN GPA	3.38
Comment or Explanation:	
* Less than five scores reported	

G. Scores of student teachers on professional and content area examinations.

Specialty Area/Professional Knowledge	2015-2016 Graduate Cohort Licensure Pass Rate after Three Years							
	Total Completers	2015-16 Completers Employed 2016-17	16-17 Takers	16-17 Percent Passing	17-18 Takers	17-18 Percent Passing	18-19 Takers	18-19 Percent Passing
Elementary (grades K-6)	8	4	4	*	4	*	4	*
Health and Physical Ed	2	1	1	*	1	*	1	*
Music	1							
Family and Consumer Sciences	4	4	4	*	4	*	4	*
Business Education	7	4	4	*	4	*	4	*
Spec Ed: General Curriculum	2	1	1	*	1	*	1	*
Institution Summary	22	13	13	100	13	100	13	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.								
**Calculation is made off graduates from the 15-16 school year that became employed in a North Carolina public or charter school for the 16-17 school year.								

H. Time from admission into professional teacher education program until program completion

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	6		3	4	4	5
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters

Baccalaureate degree	1					1
U Licensure Only						
Residency						
	1 semester	2 semesters	3 semesters	4 semesters	5 semesters	6 semesters
Residency						
Comment or Explanation:						

I. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
20	15	10

J. Field Supervisors to Students Ratio (include both internships and residencies)

1:4

K. Teacher Effectiveness

Institution: NC A&T State University							
Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p> <p>*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.</p> <p>*Blank cells represent no data available</p> <p>*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.</p>							
Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	76.9%	15.4%	N/A	65	51
State Level:	0.1%	3.6%	70.7%	24.6%	1.1%	8,496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		N/A	71.9%	20.3%	N/A	64	52
State Level:	0.1%	3.5%	63.1%	31.9%	1.4%	8,427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		14.1%	71.9%	14.1%		64	52
State Level:	~0.0%	5.0%	74.5%	19.6%	0.8%	8,427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		15.4%	67.7%	16.9%		65	51
State Level:	~0.0%	5.4%	69.9%	24.0%	0.5%	8,496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level:		7.8%	76.6%	15.6%		64	52
State Level:	~0.0%	4.1%	72.9%	21.9%	1.0%	8,427	877
Student Growth: Teachers Contribute to the Academic Success of Students							
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing		
Inst. Level:	27.7%	46.8%	25.5%	47	69		
State Level:	22.0%	64.7%	13.0%	6,228	3,076		